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ABSTRACT

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in arranging for the improvement of vocational facilities for individualized instruction. Focuses are organization of the vocational facility for individualized instruction and procedures followed to develop a facilities improvement phase-in plan. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

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ARRANGE FOR THE IMPROVEMENT OF VOCATIONAL FACILITIES FOR INDIVIDUALIZED INSTRUCTION

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INTRODUCTION

In individualized instructional programs, students engage in diverse activities. On occasion, they will be involved in group instructional activities but, for the most part, instruction will be individualized with students making extensive use of audio-visual materials and equipment as well as some type of directed self-instructional materials.

Typically, the vocational teacher will find that the way his or her facilities are organized do not promote individualized instruction and that improvements will be needed. Arranging for improvements can not be taken lightly since such may require the school to make a capital investment in the facilities.

With this in mind, the vocational teacher must develop an improvement plan that describes the changes required, the capital required to make each change, and phase-in priorities. Given such a plan, administrators can help the teacher make the needed improvements.

This module is designed to help you achieve competence at arranging for the improvement of your vocational facilities for individualized instruction. You will learn what is involved in organizing your vocational facility for individualized instruction and the procedures followed to develop a facilities improvement phase-in plan.

ABOUT THIS MODULE

Objectives:

Terminal Objective: While working in an actual school situation, arrange for the improvement of vocational facilities for individualized instruction.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in organizing vocational facilities for individualized instruction.
2. After completing the required reading, demonstrate knowledge of the procedures followed to develop a facilities improvement phase-in plan for individualized instruction.
3. Given a case study describing how a hypothetical teacher went about making arrangements for the improvement of his vocational facility for individualized instruction, critique the performance of that teacher.

Resources:

A list of outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations or skilled teachers, if necessary. Your Resource Person may also be contacted if you have difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I

(Optional)

1. A vocational director or teacher experienced in individualized instruction with whom you can discuss what they believe to be the important considerations in organizing vocational facilities for individualized instruction.

LEARNING EXPERIENCE II

(Optional)

1. A vocational program using individualized instruction that you can visit.

LEARNING EXPERIENCE III

(None)

LEARNING EXPERIENCE IV

(Required)

1. An actual school situation in which you can arrange for the improvement of your vocational facilities for individualized instruction.
2. A Resource Person to assess your competency in arranging for the improvement of your vocational facilities for individualized instruction.

LEARNING EXPERIENCE I

Enabling Objective

After completing the required reading, demonstrate knowledge of the important considerations involved in organizing vocational facilities for individualized instruction.

Activity

You will be reading the information sheet, Organizing for Individualized Instruction, pp. 6-14.

Optional Activity

You may wish to meet with a vocational director or teacher experienced in individualized instruction to discuss what they believe to be the important considerations in organizing facilities for individualized instruction.

Activity

You will be demonstrating knowledge of the important considerations involved in organizing vocational facilities for individualized instruction by completing the Self-Check, pp. 15-17.

Feedback

You will be evaluating your competency by comparing your completed Self-Check with Model Answers, pp. 18-19.

Activity For information concerning the considerations involved in organizing vocational facilities for individualized instruction read the following information sheet.

ORGANIZING FOR INDIVIDUALIZED INSTRUCTION

Each school is somewhat unique in the way its physical facilities were designed for vocational education. In some cases, existing classroom space was renovated and assigned for vocational education. In others, the facilities were designed specifically for vocational education. There are schools where occupational specialties are clustered with teachers sharing common classrooms. Others that have self-contained programs where classrooms are within the laboratory itself and still others where a number of occupational specialties are provided for within large open-space areas.

The physical facilities provided for the different occupational specialties also differ considerably. Those provided for such specialties as drafting or health assisting differ considerably from those provided for automechanics or carpentry.

The uniqueness of vocational facilities is greatly accented by the unique organizational priorities of the teachers using them too. Each teacher brings to a teaching situation a set of priorities which results in a unique organizing structure.

Given the significant differences between schools and teachers, there can be no single best way to organize for individualized instruction. In contrast, there are numerous possibilities limited only by the imagination of the teachers involved. However, there are a number of things that each teacher should consider when organizing for individualized instruction; each is now discussed.

Storage Space

Individualized instruction makes extensive use of directed self-instrumental materials such as modules. In addition, audio-visual materials are used extensively which requires available audio-visual equipment.

The amount of space needed to store the modules and required audio-visual materials and equipment can be great and few vocational facilities were designed to accommodate this need. The problem is made even greater when one realizes that these needed items must be stored in an area convenient to where students will use them (a resource center) and away from the dust, grease, and harmful chemicals found in many vocational laboratories.

In some schools one or more centralized resource centers are provided for student study and all materials and equipment are found in these centers. Such has the advantage of keeping the materials handy for study and maximum utilization of audio-visual equipment. Such an arrangement also keeps materials and equipment away from conditions harmful to them. However, centralized systems require that students have free access to the materials and equipment when needed and this would require a school to allow students the freedom to move between a laboratory and the resource center as needed. If managed properly, a centralized system has much to recommend it.

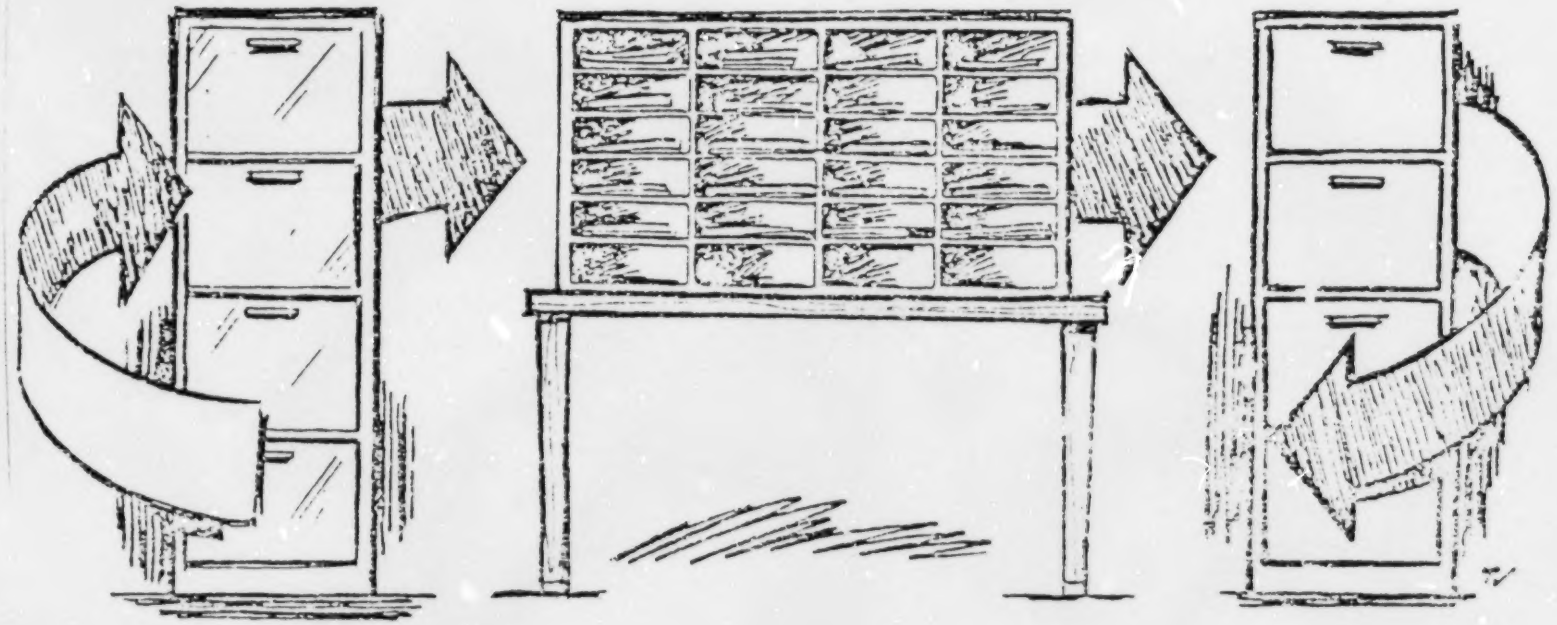
There are situations in which a centralized system would not be advisable and others, due to school policy, in which the teacher must provide for his or her own resource center and storage for resource materials. Such being the case, let's consider what must be done.

A fully developed individualized instructional program would have a directed self-instructional module for every task related student performance objective addressed in the occupational education program. In effect, if the program centered on 100 different objectives, there would be 100 modules. Al-

though few students could be expected to be using the same module at the same time, the need for several copies of each module is apparent. In effect, the module storage problem is directly related to the number of modules needed in the program.

There are several practical methods for providing for module storage that have successfully been used. Each is diagrammed in the following pages. Of significance to the teacher is that each method provides for the orderly flow of modules from the inactive stage through the active stage back to the inactive stage with a minimum involvement of the teacher. It should also be mentioned that alternatives two and three, although less expensive to develop, are more vulnerable to the dust and dirt found in certain program areas.

ALTERNATE "1"



• FILE CAB. #1 •
FOR STORAGE OF MODULES NOT BEING USED. MODULES TO BE IDENTIFIED BY NAME AND NUMBER And FILED ACCORDINGLY.

• WOODEN CABINET •
EACH STUDENT WILL BE ASSIGNED A COMPARTMENT TO CONTAIN THE MODULE HE IS CURRENTLY STUDYING. WHEN COMPLETED, MODULE IS PLACED, IN FILE CAB. #2.

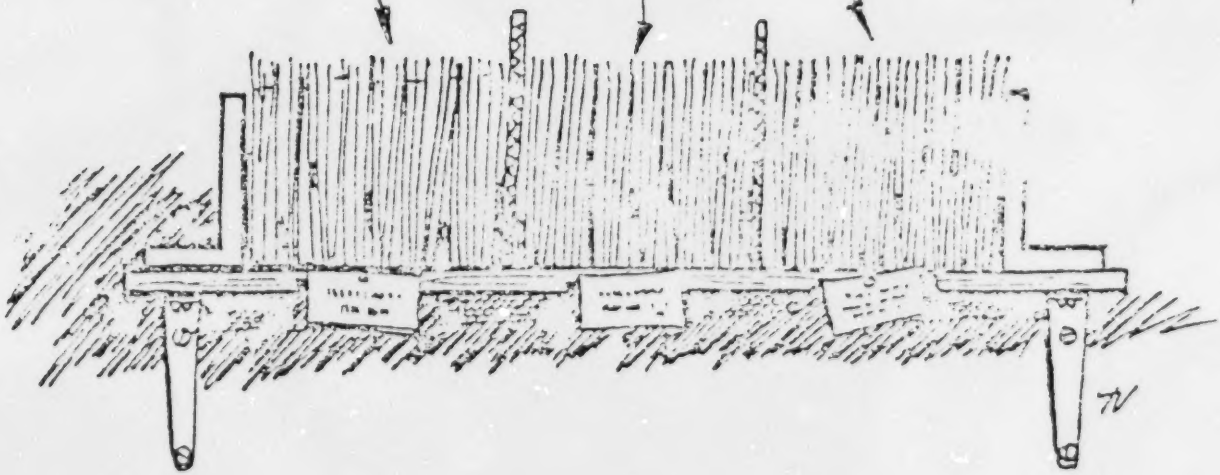
• FILE CAB. #2 •
FOR TEMPORARY STORAGE OF MODULES WHICH HAVE BEEN COMPLETED BY STUDENTS. MODULES WILL BE FILED BY STUDENT NAME. INSTRUCTOR WILL CHECK MODULES AND RETURN TO FILE CAB. #1.

ALTERNATE "2"

SECTION #1
FOR MODULES NOT BEING USED.

SECTION #2
FOR MODULES BEING USED BY STUDENTS.

SECTION #3
FOR MODULES WHICH HAVE BEEN COMPLETED BY STUDENTS And READY TO BE RETURNED TO SECTION ONE.

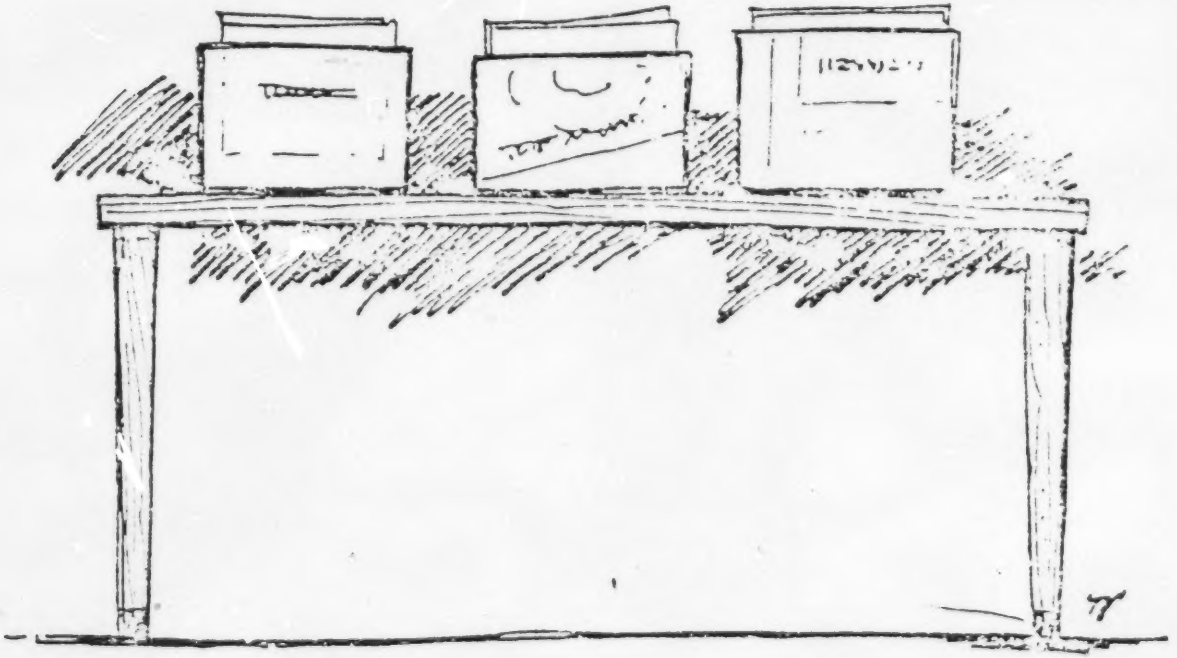


ALTERNATE "3"

• BOX #1 •
FOR STORAGE OF MODULES NOT BEING USED. MODULES TO BE IDENTIFIED BY NAME And NUMBER And FILED ACCORDINGLY.

• BOX #2 •
EACH STUDENT WILL BE ASSIGNED A FOLDER TO CONTAIN THE MODULE HE IS CURRENTLY STUDYING. WHEN COMPLETED, MODULE IS PLACED IN BOX #3.

• BOX #3 •
FOR TEMPORARY STORAGE OF MODULES WHICH HAVE BEEN COMPLETED BY STUDENTS. MODULES WILL BE FILED BY STUDENT NAMES. INSTRUCTOR WILL CHECK MODULES And RETURN TO BOX #1.



Appropriately prepared modules provide students with alternative ways to learn. Some will be able to profit from the written word but others, such as poor readers, will find it necessary to learn via one or another audio-visual technique. It follows, that there will be a substantial amount of prepared audio-visual materials to store in a convenient but safe place.

The materials should be appropriately labeled to correspond with the module involved and indexed for convenient retrieval. They should be stored according to type. For instance, all audio cassettes in the same location, all sound-on-slide trays in the same location, etc. Whether they are stored in boxes or cabinets is not important. What is important is that after the materials are used they be properly refiled. For this reason, it is suggested that after use, materials be placed in a container for refiling by the teacher or someone assigned that responsibility.

Given the fact that the students will be using a variety of audio visual equipment, a system must be provided for making such available to students. In all probability, the teacher will have to provide one or more tape recorders, sound-on-slide or slide tape projectors (maybe both), video-tape playback units, and 8mm film loop projectors. In addition, students will need headphones to use when listening to audio presentations.

It would be ideal if the teacher's resource center were large enough so that all or most of the equipment could be permanently assigned to an area and left there all the time. If such were the case, each piece of equipment could be protected by a dust cover and less repair through mishandling would result. However, the typical facilities are not large enough to provide for this and, as a result, the teacher must make provisions for equipment storage.

It is suggested that the teacher finding it necessary to store the equipment do so away from areas where corrosive materials are stored. Similarly

away from grease and dirt and high traffic areas. It is a'so suggested that each piece of equipment be kept within a carrying case or something to shield it from undesirable elements within the facilities. Finally, it is suggested that equipment be handled as little as possible. For instance, equipment should come out of storage only once a day and be returned only once if at all possible. Most equipment breakdowns are directly related to the amount of handling involved.

Resource Center

A resource center is essential to the success of individualized instruction. Students must have an area in which to study and use the resources provided to help them learn. As stated earlier, some schools provide centralized resource centers for the students but, lacking such, the teacher will have to organize one.

The resource center may function as a library, study room, media room, counseling area, and storage area for the materials and equipment needed by the students. Of importance is that an area be selected that is out of the normal laboratory traffic patterns and that the resources needed by students be conveniently located for their use.

The resource center should have in it individualized study carrels, if at all possible, and study and/or work tables. The center should be large enough to comfortably seat about 25 percent of the number of students in the program since experience has shown that seldom is more needed. There should be a location in the resource center specifically designated for the teacher to counsel one or two students when a session is initiated by the teacher or students.

The resource center must be a fairly quiet and clean area in which students can work. It is advisable that it be set apart, by some means, from the

more active distracting aspects of the program. Some teachers have found success in locating the center on an existing laboratory balcony, others locating it in an existing alcove or adjoining glassed-in classroom. Still others have located the center where their group instructional areas were and set the area off from the rest of the laboratory with bookcases, shelving, and movable partitions.

In selecting the location for the resource center keep in mind the need for a teacher to observe the activity of all students in the facilities. Also consider the fact that, when students must use centralized resource centers, they must return to the laboratory when help from the teacher is needed. The location of the resource center then, is a very important consideration when planning for individualized instruction.

Optional Activity ⇨

You may wish to meet with a vocational director or teacher experienced in individualized instruction to discuss what they believe to be the important considerations in organizing vocational facilities for individualized instruction. At this meeting, you could:

- ask about the major problems encountered in setting up a resource center and how they were overcome.
- discuss the merits of a centralized resource center over one located in a laboratory.
- ask about the idea of providing space in the learning laboratory for only 25 percent of the students in your program.

Activity ⬆

The following items check your comprehension of the material in the information sheet, Organizing for Individualized Instruction, pp. 6-14. Each of the 4 items requires a short essay-type response. Please explain fully but briefly.

Self-Check

1. Why is it so very necessary for each teacher to use his or her own imagination when organizing for individualized instruction?

2. Briefly discuss the advantages and disadvantages of the centralized resource center and that within a specific vocational laboratory area.

3. What are the things peculiar to individualized instruction that must be stored and why is it important that they be stored convenient to the learning center.

4. How would you respond to a teacher who said that "individualized instruction is probably a good way of helping students learn, but there is little chance that I could organize my existing facilities to provide for such an approach to instruction.

Feedback

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWER

1. Due to the vast differences found between the way schools organize for vocational education and the differences between the various occupational specialties found in these schools, there is no single best way to organize vocational facilities for individualized instruction. In addition, teachers have their own priorities that they bring to every situation. Due to these things, each teacher must take the general guidelines for organization and apply them as they see necessary. In a sense, they must use their imagination.

2. There are many advantages to having centralized resource centers. For one thing, resource materials such as modules and audio-visual materials and equipment can be located away from an environment which could render them useless due to the dust and grease found there. For another, the materials can be used in an area better suited for study. Finally, the equipment used would be more fully utilized since more students would be using it.

   Unfortunately, centralized resource centers require students to return to their own laboratory when help is required from their teacher. Such could restrict their rate of learning. In addition, centralized centers call for a great deal of student movement throughout a school building. Freedom of movement calls for particular strategies of school student management.

3. Individualized instruction depends heavily on the use of directed self-instructional materials (modules) with associated mediated materials and equipment. In effect, there are large quantities of such materials that must be stored. Since the materials and equipment will be used within the resource center, logic suggests they be conveniently located in or near the centers. Such becomes extremely important to make the best use of student time and to avoid traffic in areas where "live" laboratory work is taking place.

4. It is indeed possible that a particular vocational laboratory could not be sufficiently changed to include a resource center or appropriate storage for the materials and equipment needed. However, it is also possible for the teacher to move to a centralized resource center with accompanying storage facilities.

Vocational teachers have long been known for their resourcefulness and if the teacher really believed that individualized instruction would benefit students, steps would be taken to move in that direction. Teachers who believe in something rarely offer excuses for not taking action. The very fact that a teacher offers an excuse for inaction is reason enough for action to be withheld until sufficient motivation for action is developed.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Organizing for Individualized Instruction, pp. 6-14, or check with your Resource Person if necessary.

LEARNING EXPERIENCE II

Enabling Objective

After completing the required reading, demonstrate knowledge of the procedures followed to develop a facilities improvement phase-in plan for individualized instruction.

Activity

You will be reading the information sheet, Phase-in Plan for Individualized Instruction, pp. 21-23.

Optional Activity

You may wish to arrange through your Resource Person to visit a vocational program in your service area in which individualized instruction is being used.

Activity

You will be demonstrating your knowledge of the procedures followed to develop a facilities improvement phase-in plan for individualized instruction by completing the Self-Check, pp. 24-26.

Feedback

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 27-29.

Activity For information concerning the procedures followed to develop a facilities improvement phase-in plan for individualized instruction, read the following information sheet.

PHASE-IN PLAN FOR INDIVIDUALIZED INSTRUCTION

There are a number of reasons why teachers would want to make improvements in their vocational facilities. The need for improvements could be prompted by changes in technology, changes in student enrollment, or, as in this case, a change in the basic approach to instruction. In any case, facilities are not likely to be improved unless the teacher has a well organized plan. Since, as in the case of individualized instruction, there will probably be the need for a capital investment on the part of a school, the teachers would be well advised to develop a plan which could be implemented in phases; a phase-in plan.

The initial step taken by a teacher should be to determine if the instructional program would locate its resource center in a centralized location or within the vocational laboratory. Given the space needed to operate a resource center, this decision is not difficult to reach. However, the planner must realize that often far less occupational equipment is used in an individualized program due to fewer students being involved in similar activities at the same time. For this reason, there may be more space available for a resource center than is, at first, believed.

The teacher should also realize that school officials are not likely to provide space for a centralized resource center unless more than one teacher will make use of the facility. Also that such an arrangement calls for a resource librarian to manage the center, an additional commitment of school resources.

For purposes of planning, let's assume that the teacher has decided to locate the resource center in the vocational laboratory. This being the case, the next step taken should be to sketch out the existing facilities and then make sketches showing how they would appear after being modified for individualized instruction. At this step in planning, the teacher should seriously consider alternative plans ranging from the ideal to the acceptable.

The next step in the planning procedure is to estimate the total cost of implementing each alternative plan. For instance, the cost of each piece of needed audio-video equipment, that of the A-V materials, and that associated with storing all materials and equipment. In addition, the teacher must consider the cost of moving existing equipment, altering existing structures, and the like.

Once fairly accurate cost estimates have been established for each plan, the teacher must set priorities. What should be accomplished first, second, and so on. Further, what would be the total cost of each step in the phase-in plan.

Once the teacher has moved to this stage, a very formal plan must be developed. It should be written and include the following:

1. the rationale for making the suggested improvements.
2. the changes to be made (ideal to acceptable).
3. the financial considerations involved.
4. the improvement priorities - how to phase-in.

When the plan is written, the teacher must follow through. First the plan must be presented to the Advisory Committee for approval and endorsement. Next, it will be presented to Administration with a formal request for approval. In certain cases the teacher might want to present the plan to the community for possible support. Such, however, should only be done with prior approval of local administrators.

Local administration has the ultimate responsibility for obtaining funds for improving vocational facilities. Such may be funded using an existing capital improvement budget or through a special grant from the school system. The teacher must realize that it would probably not be until the next fiscal year that the funds will become available. However, there are things that the teacher could be doing in the meantime.

Developing a good facilities improvement phase-in plan for individualized instruction is very necessary. Such a plan goes a long way toward getting the support needed to implement the changes needed in vocational facilities when the teacher wishes to install individualized instruction.

Optional Activity

You may wish to arrange through your Resource Person to visit a vocational program in your service area in which individualized instruction is being used. During your visit, you could:

- examine the resource center to see how it is organized and equipped.
- discuss with the teacher the steps taken to develop a phase-in plan and, if any, and the problems encountered in getting the plan approved.
- ask the teacher how much it cost to totally phase-in the facilities improvement plan and if the improvements that were made were much more expensive than anticipated.

Activity

The following items check your comprehension of the material in the information sheet, Phase-In Plan for Individualized Instruction, pp. 21-23. Each of the 3 items requires a short essay-type response. Please explain fully, but briefly, and be sure to respond to all parts of each item.

SELF-CHECK

1. Why should a teacher wishing to make facilities improvements develop a plan to have changes made in phases rather than all at once?

2. What steps should a teacher follow when developing a phase-in facilities improvement plan? Provide a reason for taking each step.

3. Once the teacher has a written facilities improvement phase-in plan it must be approved by an Advisory Committee and the school Administration. Why is such approval so important?

Feedback

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWER

1. Since it is likely that the facilities improvements needed to develop and equip a functional resource center will require a school to make a capital investment, the school must consider a teacher's needs in light of all needs in the school. Since all needs can seldom be met in any single fiscal year, the school must set priorities and meet needs over several years.

   Having a phase-in plan demonstrates to the school Administration that the teacher has set priorities and is realistic as to what is economically possible in a given fiscal year. Such a plan goes a long way toward getting needed Administrative support.

2. The teacher must first decide if the resource center is to be in the vocational laboratory or in some central location. Such is an important decision which has its base in knowing if other programs are installing individualized instruction and thus have need for a resource center. In addition, the teacher must consider the fact that a centralized resource center will require a resource material librarian which is an additional expense to a school.

The decision to locate the resource center in a laboratory requires that adequate space is currently available for it. Such may require the rearrangement of existing equipment, tools storage, etc.

The teacher must then make sketches of the existing facilities and sketches of the proposed changes. It would be wise for the teacher to indicate through sketches the ideal changes and also the absolute minimum changes needed to have an individualized instructional program.

The teacher would next determine the cost involved in implementing each plan that was developed and set priorities as to what should be accomplished first, second, etc. This is followed by the teacher developing a written plan to be presented to his or her Advisory Committee and school Administration for approval.

3. Any changes in vocational facilities could effect the quality of the program. Therefore, the Advisory Committee must be made aware that the changes are in support of a different method of instruction which would have no bearing on what is learned in the program. Once approval for change is obtained from the Advisory Committee, school Administration is free to make the recommended changes.

School Administration is responsible to provide the funds needed to make facility improvements. It follows, that it must be aware of the changes recommended and how such would improve the existing program. It must also be aware of what the improvements would cost so that such could be provided for through the capital improvement or a special grant budget.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about additional points you made, review the information sheet, Phase-in Plan for Individualized Instruction, pp. 21-23, or check with your Resource Person if necessary.

LEARNING EXPERIENCE III

Enabling Objective

Given a case study describing how a hypothetical teacher went about making arrangements for the improvement of his vocational facility for individualized instruction, critique the performance of that teacher.

Activity

You will be reading the case study, pp. 31-32, and writing a critique of the performance of the teacher described.

Feedback

You will be evaluating your competency in critiquing the teacher's performance in arranging for the improvement of his vocational facility for individualized instruction by comparing your completed critique with the model critique, pp. 34-35.

Activity The following case study describes how Mr. Prince, a machine shop teacher, went about making arrangements for the improvement of his vocational facility for individualized instruction. As you read, try to determine what Mr. Prince did right and wrong. Then prepare a written critique of Mr. Prince's performance.

CASE STUDY

Mr. Prince sat at his desk in his machine technology laboratory reflecting on his meeting with Mr. Harrington, the Vocational Director, earlier that day. He simply couldn't believe what the Director had said about his request to make changes in his laboratory so that his students could be served through individualized instruction. In no uncertain terms, the Director told him that the plan was unacceptable and that the school probably couldn't afford the proposed facility changes.

After all that talk by the Director about better serving students through individualized instruction, he backs down when someone tries to get involved, thought Mr. Prince. I'll present my plan to my Advisory Committee and see if I can get them to put some pressure on Mr. Harrington.

Later that evening Mr. Prince was still angry and a bit hurt by the whole thing. He remembered how much time and effort he put into developing his plan and couldn't understand why his best efforts were not rewarded by it being strongly endorsed by the Director. For the first time he started to review in his mind the procedures he followed in developing the plan and what it contained. He had:

1. Developed a clear rationale for making facility improvements. It included information as to how students would benefit from individualized instruction and the need for a resource center in such an

instructional program. He also indicated why there would be a need for additional storage space for the materials and equipment used in individualized instruction.

2. Described how his vocational facilities would be changed. The proposed changes were clearly labeled on the drawings he prepared.
3. Made it very clear that the proposed changes would cost approximately $2200.00. Such would allow for the purchase of all needed items and the construction of a movable wall between the work area and the resource center.
4. Suggested a time line for getting the improvements completed and the order of tasks involved.

As he looked over the plan that had been returned to him he simply couldn't believe that the director didn't appreciate the hard work he had put in it. Maybe the Advisory Committee would.

Critique Mr. Prince's performance, in writing.

Feedback

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUE

There is no question of the sincerity and enthusiasm of Mr. Prince or his interest in improving his vocational facility so that individualized instruction can take place. He did indeed prepare an improvement plan which included a well developed rationale for making improvements. Likewise he developed a drawing showing his planned improvements and the cost for this effort. He even established a time line for getting the job completed.

It appears that Mr. Prince made a few basic mistakes, however. He, for one thing, didn't include drawings of his facility as they currently exist nor did he include an alternative to his proposed changes. Such would have made it far easier for his Director to consider the magnitude of the changes involved and consider alternatives to the single proposal presented.

Although Mr. Prince indicated the total cost of implementing the changes he proposed, he neglected to set priorities. Although a total cost of $2200.00 may not appear great to Mr. Prince, such might appear so to the Director who has many other capital expenses to consider simultaneously. Given Mr. Prince's priorities and the unit costs of his plan, the Director may have been able to allocate money to Mr. Prince's plan on a phase-in basis; so much each year over several years.

Another error made by Mr. Prince was to not first seek Advisory Committee approval before seeking Administrative approval. Given the fact that the plan

had already been rejected by Administration, Mr. Prince would place both Administration and the Advisory Committee in an embarrassing position by going to them now. Granted that Mr. Prince is demonstrating a commitment in his beliefs by not quitting in his attempt to offer individualized instruction, he would be better advised to sit down with the Director and find out what he might do to develop an acceptable plan.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same major points as the model response. If you missed some points or have some questions about any additional points you made, review the material in the information sheet, Phase-In Plan for Individualized Instruction, pp. 21-23, or check with your Resource Person.

LEARNING EXPERIENCE IV

Terminal Objective

While working in an actual school situation, arrange for the improvement of vocational facilities for individualized instruction.

Activity

As part of your teaching duties, arrange for improvements in your vocational facilities that are needed for individualized instruction. This will include:

- developing a facilities improvement phase-in plan.
- submitting the plans to the Occupational Advisory Committee.
- submitting the plans to school Administration.
- taking appropriate steps to have the plan implemented.

Note: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your Resource Person review your plan and other documentation.

Feedback

Your total competency will be assessed by your Resource Person, using the Teacher Performance Assessment Form, pp. 38-40.

Based on the criteria specified in this assessment instrument, your Resource Person will determine whether you are

competent in arranging for the improvement of your vocational facilities for individualized instruction.

TEACHER PERFORMANCE ASSESSMENT FORM

Arrange for the Improvement of the Vocational Facility

for Individualized Instruction

Name_____

Date_____

Resource Person_____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
In developing a facilities improvement phase-in plan for individualized instruction, the teacher:						
1. Provided a rationale for making improvements which included:						
a. The benefits that students will receive in individualized instruction						
b. The importance of a Resource Center in individualized instruction						
c. The increased need for storage of instructional materials and equipment in individualized instruction						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
2. Described how the vocational facility would be changed which included:						
a. A sketch of the existing facility .						
b. A sketch of the facility if all recommended changes are made . . .						
c. An alternative sketch of the facility if only minimum needed changes are made						
3. Presented the cost for making all and minimum changes in terms of:						
a. The price of each item to be purchased						
b. The estimated cost of material and labor for facility modification						
4. Set improvement priorities in terms of:						
a. Rank ordering of all recommended improvements						
b. Suggesting a time line for accomplishing each recommended improvement						
In seeking approval for a facilities improvement phase-in plan for individualized instruction, the teacher:						
5. Presented it to the Occupational Advisory Committee for its approval . .						
6. Presented it to the school Administration for its approval						
Upon receiving approval of a facilities improvement phase-in plan for individualized instruction, the teacher:						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
7. Maintained continued efforts to have the plan implemented.						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and the Resource Person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).